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ABSTRACT

This document represents the first step in an effort by the Colorado Commission on Higher Education to reopen the master planning process. The report: (1) proposes a master planning process, which in various steps will revisit Colorado's goals for postsecondary education; (2) reviews how well the Commission and the postsecondary education community have responded to the challenges set out in House Bill 1187 (passed in 1985 charging the Commission to establish a broad and ambitious set of expectations for the Commission and the postsecondary education community); (3) examines the environment facing Colorado postsecondary education as it approaches the 21st century; and (4) examines in depth how the state must respond to the most pressing issues facing postsecondary education in the years ahead. Finally, the appendix examines the nature of possible issues that could be addressed with respect to each of the explicit statewide goals for postsecondary education: the pursuit of higher educational quality; expanding educational access and diversity; and increasing educational efficiency accountability. (GLR)

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DESIGNING THE MASTER PLAN FOR COLORADO POSTSECONDARY EDUCATION: PREPARING FOR A NEW MILLENNIUM

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CONTENTS

INTRODUCTION 1

WHAT IS MASTER PLANNING? 2

WHAT COLORADO EXPECTS 3

COLORADO COMMISSION ON HIGHER EDUCATION VALUES AND GOALS FOR HIGHER EDUCATION (Excerpt from Colorado Master Plan for Postsecondary Education, 1987-1992) 4

HOW TIMES HAVE CHANGED 11

THE PROPOSED MASTER PLANNING PROCESS 12

POSSIBLE ISSUES FOR CRITICAL EXAMINATION 13

- Pursuing high quality 13
- Pursuing expanded access 14
- Pursuing diversity 15
- Pursuing greater efficiency 15
- Pursuing accountability 15

INTRODUCTION

This document serves as the first step in an effort by the Colorado Commission on Higher Education to reopen the master planning process. It is intended as a guide to facilitate discussion among all interested parties about future directions for Colorado postsecondary education.

In 1985, the Colorado General Assembly passed House Bill 1187, which reconstituted the Colorado Commission on Higher Education, established a broad and ambitious set of expectations for the Commission and the postsecondary education community, and enhanced the responsibility and authority of the Commission to pursue this new charge. One element of this new set of responsibilities included the charge to develop a master planning process, designed to promote the state's goals for postsecondary education.

Following adoption of H.B. 1187, the Commission began a master planning process, which culminated in final adoption of Colorado's Statewide Master Plan for Postsecondary Education 1987 – 1992 in February 1988.

As we enter 1992, it is time to revisit the master planning process. The conditions facing postsecondary education, even as compared to those just five years ago, have changed so substantially that we need new planning to chart the state's course for the future. These changing conditions present new challenges to postsecondary education that call for different responses than envisioned in the current master plan. For example, unexpectedly, the demand for postsecondary education services has increased by 14 percent since adoption of the current Statewide Master Plan in 1987. Because of this increased enrollment, combined with the limited availability of state funding, public support for postsecondary education has declined by 16 percent in inflation-adjusted dollars during this same period of time. And this has occurred at a time when it is becoming increasingly evident that too many of our citizens are losing their competitive edge in the education and skills necessary to maintain our international economic competitiveness. We face these challenges at a time, however, when it is not clear how Colorado's postsecondary education needs can or will be financed. Previous strategies to enhance quality and expand access will not work effectively to respond to this new reality.

We need a new plan. This document proposes a master planning process, which in various steps will revisit Colorado's goals for postsecondary education, review how well the Commission and the postsecondary education community have responded to the challenges set out in House Bill 1187, examine the environment facing Colorado postsecondary education as it approaches the twenty-first century, and examine in depth how the state must respond to the most pressing issues facing postsecondary education in the years ahead.

WHAT IS MASTER PLANNING?

Statewide postsecondary master planning can be hazardous work. Almost always, those entering this arena have lofty expectations. The goal is to develop a Master Plan that will guide the evolution of a postsecondary education system into the future. And indeed, there are classic examples of master plans accomplishing this goal. The original California Master Plan for Higher Education helped propel California's postsecondary education system into a rational, effective system, recognized nationally for its excellence and broad access. Too often, however, master plans reflect opportunities lost, as they gather dust on bookshelves, either because they are ignored or because the plan was too rigid to remain germane in the light of changing conditions.

Whether these "best intentions" produce useful products, or not, depends greatly on the master planning process. Three common flaws of master planning are: (1) a lack of clear vision, (2) a lack of clear prioritization among goals, and (3) too ambitious an agenda.

Obviously, the Commission hopes to avoid these potential pitfalls. This master planning process will begin by trying to establish a clear understanding of why the State of Colorado invests in postsecondary education. As the old saying goes: "If you don't know where you are going, any road will lead you there." Therefore, we must define clearly what the state's goals are, if we are to be successful in charting a course to reach these goals.

Second, this master planning process will attempt not to bite off more than it can chew; it will focus only on the most critical issues facing postsecondary education in Colorado. While many issues are important enough to warrant the Commission's attention, two factors dictate that this master planning effort address only those of greatest significance. First, to do a credible job with limited staff and Commission resources, the agenda must be parsimonious. Second, a successful public policy agenda must remain focused to be effective. So, don't expect this master planning process to answer all the questions about Colorado postsecondary education. Instead, what the Commission will try and provide is substantial assistance for various audiences to understand in depth the most pressing issues facing Colorado postsecondary education, and how the state can address these issues positively.

Third, this master planning process will translate these findings about how Colorado can address these most critical issues into ways that will move the State of Colorado more toward achieving its goals for postsecondary education. The Commission's objective is that this effort not result in a static plan that presumes a certain future. But rather, that the future will likely be as unpredictable as the recent past has been, and the master planning process must be dynamic enough to accommodate this change. This planning process should help guide future actions of the Commission, the Legislature, the Governor, and the postsecondary education community.

WHAT COLORADO EXPECTS

Colorado statute declares the state's official expectations: "to maximize opportunities for postsecondary education in Colorado . . ." and " to achieve an adequate level of higher education in the most economic manner . . ."

To achieve these expectations, statute creates a blend of decentralized management of the institutions of postsecondary education, "recognizing . . . the constitutional and statutory responsibilities of duly constituted governing boards of state-supported institutions of higher education in Colorado," with centralized policy development via creation of "a central policy and coordinating board, the Colorado Commission on Higher Education" and by reserving "ultimate authority and responsibility . . . to the general assembly . . ."

The Commission is charged specifically to develop a master planning process to guide the state's efforts "to accomplish and sustain system-wide goals of high quality, access, diversity, efficiency and accountability".

In sum, the state has charged postsecondary education to provide an adequate education to all who can benefit, and to do so as economically as possible. To achieve this, the Commission is to establish a plan that will achieve high quality education, broadly accessible, through a diverse array of educational opportunities, provided as efficiently as possible, and assuring that evidence is provided that these goals are being achieved. No small task!

The planning process that led to the 1987-1992 Master Plan struggled mightily with translating this legislative language into a set of values for Colorado postsecondary education and with agreed upon assumptions about the meaning of the five identified goals. Although the current Master Plan's strategies for achieving these goals require revisiting, the values and assumptions imbedded in the 1987-1992 Master Plan remain as valid today as they did four years ago. Thus, we propose that they be reaffirmed as the building blocks for this master planning process, as well.

COLORADO COMMISSION ON HIGHER EDUCATION
VALUES AND GOALS FOR HIGHER EDUCATION

(As presented in Colorado Master Plan for Postsecondary Education, 1987-1992)

"Any set of values for higher education must recognize the importance of education to the individual and the value of educated citizens to society. Colorado higher education, particularly in the case of its public colleges and universities, was built on the understanding that both the individual and society benefit from the educational enterprise.

In addition, any set of goals for higher education must recognize the different purposes of vocational, undergraduate and graduate education. Vocational and graduate education provide specialization that differs in levels of complexity and depth of study. And while undergraduate education is organized according to specialized disciplines, it also includes considerable breadth of exposure to historical perspectives, cultural understandings and different perspectives on problems and their solutions.

Finally, but most importantly, both educational values and goals must be grounded in the observation that education succeeds only if it instills in the individual a lifelong commitment to learning. Formal education is more than the pursuit of a degree. It should provide a set of tools and a desire to continue to grow intellectually. Therefore, the single most important goal for education is '...to initiate a lifelong process of continuing to cultivate an advanced literacy useful for earning a living and living a life.'

COMMISSION VALUES FOR HIGHER EDUCATION

1. *Values for Undergraduate Education*

   --For the Individual:

   - *To advance the individual's capacity to think logically and critically.*
   - *To internalize and exemplify humane values.*
   - *To write, speak and compute clearly and accurately.*
   - *To understand in depth a variety of psychological, historical, cultural, aesthetic and scientific realities.*
   - *To master a select range of occupational, professional, vocational, social and personal coping skills.*

--For Society:

- ***To develop the society's political well-being--for this society needs wise and effective leadership and an informed citizenry.***

- ***To develop the society's economic well-being--for this society needs able and imaginative men and women to direct and operate its institutions (broadly defined), to produce goods and services and to manage its fiscal affairs. It also needs alert and informed consumers.***

- ***To develop the society's cultural advancement--for this society needs creative talent and appreciative and discerning readers, viewers and listeners. It also needs people who understand the common culture and its antecedents in other parts of the world.***

- ***To assure the society's survival--for this society needs members who understand the interdependence of human beings on the resources provided in their natural environment and on one another.***

- ***To develop the society's moral and ethical integrity--for this society needs role models who, as parents and teachers and in other capacities, are able to pass the nation's ideals and heritage along to future generations.***

2. *Values for Graduate Education.*

--For the Individual:

- ***To prepare the individual for entry into advanced professional work requiring high levels of abstraction, theoretical cohesiveness, scientific inquiry, synthesis of new knowledge with the established body of knowledge and a value system that preserves the integrity of his or her chosen discipline.***

--For Society:

- ***To develop a competence in research--for this society needs a cadre of researchers who generate new knowledge and technological advancements in theory, techniques and products.***

- ***To develop competence in scholarship--for this society needs scholars who test new theories, concepts and ideas that advance our culture and civilization and preserve the society's moral and social fabric.***

- ***To develop leadership capacity within all fields of endeavor--for this society needs leaders to conserve and transmit our common values while at the same time creating an environment for the society's advancement.***

- *To assure the society's economic health--for this society requires highly trained specialists if it is to meet its economic development needs, maintain an place of leadership in the world economy and preserve a high quality of life for its citizens.*

3. *Values for Vocational Education*

--For the Individual:

- *To increase the capacity of the individual in a specific skill, in problem solving and in social and work-related relationships so that he or she may gain employment and successfully pursue career advancement.*

--For Society:

- *To assure the society's survival--for this society needs members who understand the interdependence of human beings in prudently using and preserving all of the society's resources.*

- *To develop the society's cultural advancement--for this society needs citizens who understand the common culture as well as the interrelatedness of our culture and other cultures in the world.*

- *To develop the society's political well-being--for this society requires an informed citizenry capable of selecting able and knowledgeable leaders.*

- *To develop the society's moral and ethical integrity--for this society needs role models who, as parents and teachers and in other capacities, are able to pass the nation's ideals and heritage along to future generations.*

PLANNING ASSUMPTIONS FOR THE COLORADO PUBLIC SYSTEM OF HIGHER EDUCATION

These planning assumptions specify particular elements of the state's values of quality, access, diversity, efficiency, and accountability. The assumptions are an essential part of each institution's role and mission.

Quality

Quality is the number one value of the educational system. Without it, access, diversity and the other values are meaningless. The following elements are essential to quality in higher education:

1. *Faculty with high academic or occupational achievement, who have the ability to facilitate learning. Faculty should be professionally active in their academic or*

vocational fields. To obtain quality faculty, leadership in Colorado public higher education should provide:

- *Compensation sufficient to attract and retain high performance people in teaching careers.*
- *Differentiation of superior teaching performance in recognition and rewards.*
- *Academic freedom within high performance standards of excellence for facilitating learning.*
- *A balanced ethnic and racially diverse faculty to assure appropriate role models for students and depth and breadth of cultural perspectives.*
- *Institutional leaders who act decisively within the framework of a coherent educational philosophy.*
- *Vigorous leadership in setting high performance expectations of faculty and students.*
- *Effective communications with the public and the legislature, assuring that institutions meet the goals of the stat and earn continued support.*

2. *Students with the ability, preparation, interest and motivation to learn. To obtain quality students, leadership in Colorado public higher education should provide:*

- *Admission and graduation standards that establish high performance expectations for the learner.*
- *Curricula with rigor, including degree programs with a sound base in the liberal arts and sciences.*
- *Degree program content that assures competence in a core body of knowledge, acquisition of learning skills and appreciation of societal values.*
- *Learning support systems, including libraries, learning technologies and facilities and academic support services in sufficient number and quality.*
- *Acquisition and maintenance of physical plant and equipment that enhance learning.*
- *Academic support services such as tutoring labs, diagnostic services and faculty accessibility.*
- *Evaluation of curricula, students, teachers and administrators, with the objective of continuous growth and improvement.*

Access

Another value of great importance is access--equal opportunity to acquire the skills needed to achieve one's individual potential. Individuals do not have equivalent potential nor do they have equivalent preparation for entering higher education. The goal of the public education system is to facilitate access and the development of individual potential, without artificial constraint. Elements of this value include:

1. ***Financial access through management of work-study, loans, grants and other means of financial assistance to students with insufficient financial resources. To obtain financial access, leadership in Colorado public education should provide:***

    - ***Tuition and state funding sufficient to assure that educational needs of Colorado citizens are met.***

    - ***Need-based and merit-based grants and student loans, sufficient to enable access by all qualified and motivated students.***

2. ***Geographic access through availability of general education programs, offered by a variety of delivery mechanisms, in reasonable proximity to the home. Specialized programs will be available in fewer locations. To obtain geographic access, leadership in Colorado public education should provide:***

    - ***High local access to vocational and community college programs.***

    - ***Moderate local access to baccalaureate and professional master programs, through their placement in population centers and in regional centers to service rural areas.***

    - ***Limited geographic placement of doctoral and specialized programs.***

3. ***Minority access through opportunities for minorities to enter and progress through the higher education system. To obtain minority access, leadership in Colorado public education should provide:***

    - ***Academic access through services to students who are inadequately prepared by reason of educational, economic, cultural, language, physical or other circumstances.***

    - ***Open enrollment at community colleges.***

    - ***Academic programs, sufficient to prepare individuals for admission to baccalaureate programs, located in community colleges.***

    - ***Academic support services at all college and university campuses to assist student achievement in academic pursuits.***

Diversity

The third value is provision of a diversity of educational opportunities. The state's system of higher education will strive to maintain institutions of differing types to meet the diverse needs of its citizens. Components of this value include:

1. ***Role and mission of institutions, differentiated in their academic programs, research, public service, residential or community orientation, admission standards and size.***

2. ***Educational programs that offer opportunities for general, professional and vocational studies at varying levels of academic competitiveness and that offer a variety of educational methods and experiences.***

3. ***The encouragement and preservation of private and proprietary institutions in addition to publicly supported institutions.***

Efficiency

The higher education system must seek quality, access and diversity within the resources made available by the Colorado General Assembly. The level of support for higher education is not fixed but is influenced by citizen perceptions of efficiency. These perceptions are based on quality, relevance to state policy goals, achievement of educational objectives and productivity in using allocated resources. Therefore, components of the efficiency value include:

1. ***Clarity in organizational purpose and management.***

2. ***Restraint in the diversification of educational degree programs and courses. To obtain restraint, leadership in Colorado public higher education must avoid program duplication, especially in programs beyond the core curriculum.***

3. ***Cooperation among all sectors of the higher education system to insure excellence and efficiency consistent with each institution's mission, role and scope.***

4. ***Productive use of available resources. To obtain productive use of available resources, leadership in Colorado public higher education should provide for:***

    - ***Institutional organization that emphasizes educational delivery over administration and control systems.***

    - ***Application of modern technologies that enhance learning. Use of highly qualified business and community professionals as faculty.***

    - ***Faculty utilization that emphasizes superior teaching and gives priority to faculty-student contact.***

5. ***Equitable cost sharing between society and student.***

Accountability

The leadership of Colorado public higher education is accountable to students, parents and the elected representatives of Colorado citizens. All actions and policies are open for public review. Accountability provides citizens with the opportunity to express the levels of educational quality, access and diversity that they will support. The elements of this value include:

1. ***Student outcome review through the definition, measurement and public disclosure of levels of student achievement.***

2. ***Program review through the regular and systematic assessment of the performance of each academic and support program.***

3. ***Management review through regular performance evaluation of board members and chief executives in relation to institutional goals.***

4. ***Personnel and faculty evaluation through regular review of personnel policies, the review of administrators and the review of faculty performance in terms of the full range of individual responsibilities.***

5. ***Financial review by regular and systematic assessment of financial and resource needs, allocations and results."***

HOW TIMES HAVE CHANGED

While the values and assumptions underlying the five goals have not changed since adoption of the 1987-1992 Master Plan, the fiscal and policy environment affecting their implementation has changed significantly. These changes affect in varying ways the specific objectives identified in the Master Plan.

Some objectives remain just as vibrant today as they were in 1987. The objective to restrain administrative costs, for example, remains responsive to state statute and to the fiscal environment facing postsecondary education; the objective to promote quality teaching has gained increasing attention; and the objective to develop a stronger partnership between the higher education and business community remains vital.

Some objectives have been accomplished. For example, financial aid for students attending private postsecondary education has been increased; more than 150 duplicative academic programs have been eliminated; and undergraduate student outcome measures have been developed for every institution.

Some objectives no longer seem realistic. For example, Colorado has made no progress over the past four years toward raising state support for postsecondary education into the 25 percent nationally. In fact, the state has lost ground, and within current state revenue constraints it makes little sense to establish such an unrealistic objective.

As this master plan establishes a vision of the future, as defined by the specific objectives identified, the agenda that flows from this vision should be ambitious, but also achievable. A utopian, but unattainable goal simply leads to frustration and disaffection. The Commission's role in developing a master plan is to identify a clear set of prioritized measurable objectives, so that all will know where the state is headed, how they will know when the objectives have been achieved, and which goals and objectives are most important, if the state is unable to move as aggressively as desired toward the ultimate vision.

THE PROPOSED MASTER PLANNING PROCESS

This document is intended to guide the first stage of the planning process, which will affirm the vision and goals for Colorado postsecondary education, identify subsequent stages in the planning process, and establish the specific issues to be addressed by the Master Plan.

The second stage of the process will review how well CCHE and the postsecondary education community have done in responding to H.B. 1187 and to the goals and objectives identified in the 1987 plan. It will describe the response to the provisions of H.B. 1187 and how well these response have worked in achieving expected outcomes.

The third stage will assess the demographic and fiscal environment in which postsecondary education will operate in the future.

This will examine enrollment projections, assuming current participation patterns. It will also discuss the state's and the students' financial capacity to pay for postsecondary education, assuming various possible financial conditions.

The fourth stage will examine in depth up to five issues critical to the success of Colorado postsecondary education in the twenty-first century. A discussion of possible topics for consideration is provided as the appendix to this document.

The final stage of the planning process will set the stage for the future of Colorado postsecondary education. It will summarize the findings and directions evolving from the various analyses of demographics, economics, and critical issues. This summary will provide the information and analysis necessary to help guide policymakers as they develop Colorado's postsecondary education agenda for the twenty-first century. It will identify specific measurable statewide objectives, and it will set priorities among these objectives. With this process completed, the Commission can advise the legislature, the Governor, the postsecondary education community, and others about how we must proceed to achieve our goals and what the specific consequences of not pursing this agenda will be.

Completing these stages of the Master Plan, however, will not mark the end of the master planning process. To create a truly dynamic Master Plan, the process itself must be dynamic, continuously updating assumptions and objectives to respond to the changing Colorado that postsecondary education serves. While the planning process that the Commission is now entering will provide an intensive examination of the most critical issues facing Colorado postsecondary education, it is only a part of an ongoing planning effort to provide the best education possible to the citizens of Colorado, and to do so as efficiently as possible.

APPENDIX:

POSSIBLE ISSUES FOR CRITICAL EXAMINATION

As identified in the text above, the fourth stage of the Master Planning Process will be to identify the most critical issues facing Colorado postsecondary education in the foreseeable future. By focusing on just the most important issues (the Commission has indicated that it will not address more than five such issues), the Commission can devote the level of attention needed to understand the issue well, to examine various possible public policy responses to the issue, and to pursue adoption of good public policy to advance positive responses to the issues raised.

To begin discussion of what issues the Commission should chose to examine, this appendix examines the nature of possible issues that could be addressed with respect to each of the explicit statewide goals for postsecondary eduction -- high quality, access, diversity, efficiency and accountability.

Pursuing high quality.

What will it take to sustain the quality of postsecondary education in Colorado, or to improve the quality? What is the quality of postsecondary education in Colorado, and is it improving, staying about the same, or declining? Variants of these questions are at the core of many of the concerns raised by the media, legislators, the governor, the public, and from within the postsecondary education community itself.

Answering the question is difficult, however, because we lack a clear definition of what we mean by quality. And until we have established that clear definition, it will be difficult to provide very convincing answers to concerns being expressed about quality.

Once defined, however, there are many pressing issues with respect to quality to which the Commission could turn its attention in this master planning process.

How much does quality cost? Colorado traditionally has provided sparse support for postsecondary education, compared to other states. In recent years, though funding overall has increased for Colorado postsecondary education, funding per student has decreased. One issue to examine would be how funding, on the margin, affects quality, and how funding can be used intentionally to improve quality.

What approaches to education work and for whom? In the last few years there has been increasing concern voiced in various arenas about the effectiveness of postsecondary education, particularly the undergraduate experience. The Commission could address this issue in various ways. One approach would be to examine the relative costs and benefits of various educational strategies, from new uses of technology, to traditional institution-based discipline instruction, to distance learning, etc. Such an examination could evaluate the relative merits of various educational approaches, given different types of learners in different geographical locations.

What is the impact on quality of underprepared students? Examining this issue could involve analyzing how many students enter postsecondary education ill-prepared, how postsecondary education brings these students' skills up to postsecondary standards, and what it costs to do so. It could examine how secondary and postsecondary education, through better information to students and through intentional academic planning, can work more effectively together to assure that students are prepared adequately in high school for their subsequent postsecondary education. It could examine whether Colorado should develop a statewide precollegiate program to strengthen the academic preparation of high school graduates.

Pursuing expanded access.

Without doubt, Colorado has an unfinished agenda with respect to assuring equal educational opportunity to all citizens of the state. Although the state ranks high nationally in the share of its population with a college education; many in our population, particularly minority citizens, remain substantially underrepresented in the state's postsecondary education system. Furthermore, an increasing number of adults are returning to college, for either vocational or avocational reasons, in order to gain the education and skills necessary to sustain a high quality of life in an ever increasingly complex world. This demand for services exists not only in the metropolitan areas of the state, but also in rural Colorado as more citizens seek additional postsecondary education opportunities.

But how much access is enough? When does serving access slide over to become simply providing convenience? When will we know when we have achieved the state's goal? And how much does it cost? These are serious and legitimate questions that have been forced, in part, because of the fiscal limitations facing Colorado.

Among the many possible access related issues, the Master Plan could discuss the level of participation required to achieve specific societal access goals and objectives. It could examine the ways in which the campuses, curriculum, and finances would have to change to accomplish these objectives. Or, taking a different tack, the Commission could review what types and levels of education that the state and society need to be globally competitive in the future. Various national and state reports suggest that a mismatch exists between the education and training being provided and the needs of the population and economy, and the Commission could examine the implications of trying to match state and individual access goals.

Another issue the Commission could examine is how to finance access. This analysis might examine what education deserves public subsidy, and at what level. It could examine the costs and benefits of education to individuals, the state, and the nation. It could analyze the current array of varying subsidy structures within postsecondary education, and examine the educational and fiscal implications of alternative subsidy structures. For example, it could examine the relative costs and merits, with respect to the access goal, of varying approaches to offering remedial education.

Pursuing diversity.

We provide a diverse array of postsecondary educational opportunities to Coloradans -- from small colleges to large universities, from occupational programs to liberal arts degrees, etc. -- because we understand that the needs and interests of the state's citizens are varied. We value this diversity of opportunity strongly enough to have included it in law as one of the five premier postsecondary education goals. But how important is it, particularly in comparison to other goals? And can we really afford diversity in the current economic times? These questions, though seldom explicitly stated, are often implicitly a part of the undercurrent of concern about the state's effort to support at least the public sector of postsecondary education in Colorado.

One diversity related issue that the Commission could address would be to examine the implications, both positive and negative, of accentuating the efforts begun after adoption of H.B. 1187 to further invert the enrollment pyramid by channeling students toward specific institutions, based either on the students academic ability or their specific vocational or academic interests. Such a study might examine the effects of various admissions policies on freedom of choice, educational success, and costs to individuals and to the state.

Pursuing greater efficiency.

Particularly in Colorado, where the resources available to postsecondary education are mighty lean, compared to most other states, it remains critically important to deliver this education as efficiently as possible in order to maximize the ability to address the other goals of high quality and broad access.

One way in which the Commission could address this goal in the Master Plan would be to examine the organization, governance, and management of the state's postsecondary education system. Examining this issue could include reviewing Colorado's current organization of postsecondary education and assessing how well it works in governing and managing the postsecondary education enterprise. It could examine the costs and benefits of the current system and of alternative organizational models.

Pursuing accountability.

Accountability is really just how well postsecondary education keeps track and reports its results in achieving the other four goals. How well does postsecondary education do in delivering quality education, in providing broad access, in supporting a diverse array of opportunities, and in providing these services as efficiently as possible?

There are various issues that the Commission could address that would relate directly to the goal of increasing accountability. One issue, for example, would be to evaluate the results of the accountability activities that evolved from H.B. 1187, and assess how successful these efforts have been in increasing public understanding of how well Colorado postsecondary education works to achieve its goals. Alternatively, the Master Plan could

examine ways in which funding could be associated with results, as suggested in various national and state reports.

In sum, there are many important issues that the Commission could select to address in this master planning process. It could select one issue related to each statewide goal. It could select one statewide goal, and address various issues directly related to that single goal. It could select the most important issues.

The Commission seeks advice from all who are interested on what issues it should pursue for discussion. The Commission will entertain such comment through its February 1992 meeting, at which time it is expected that the Commission will identify the specific issues areas that it will address.